Tennessee Instructional Leadership Standards (TILS) Evaluation Rubric

Standard A: Continuous Improvement					
An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	**INDICATOR**	**ASPIRING**	**BEGINNING**	**PROFESSIONAL**	**EXEMPLARY**
• School Improvement Plan (SIP) • Appropriate stakeholders identified for all sections of the SIP • Analysis of quantitative and qualitative data in the SIP and/or TCSPP • Alignment made between the SIP and TCSPP • Agenda for meetings (SIP, faculty or team meetings) • Instruments to assess school culture • Communicates the vision and mission of the school to all stakeholders visually and through symbols, ceremonies and stories • Develops action plans that are aligned with the vision and mission of the school • Action plans provide for ongoing student learning and professional development • Artifacts available that demonstrate the consistent focus on goals and data driven decisions (examples: faculty meeting/staff development session agendas, grade level/team agendas/minutes, etc.) • Demonstrates the practice of empowering and engaging the school faculty evidenced in a variety of ways (examples: leadership team work, grade level/team decision making, utilizing faculty "experts" in mentoring and professional development opportunities, etc.) • Analyzes the organizational structure/changes with respect to student learning • Demonstrates the alignment of the vision/mission/goals with the chosen organizational structure • Develops an ongoing formative evaluation of the school improvement plan • Evaluates progress and makes modifications to the plan to insure continuous school improvement • Analyzes both formative and summative data to identify appropriate staff development which is ongoing and embedded in the implementation of the school-wide plan • Identifies a range of appropriate stakeholders and empowers them through participatory decision making in this continuous improvement process • Identifies options for meaningful involvement of parents/guardians, community agencies, and school system leaders in continuous growth of the students • Agendas from actual team or community meetings • Track volunteers or other partnerships • Sign-in sheets from parent/community/partnership meetings • Provides documentation of a variety of types of communications that promote a strong belief that all students can achieve academic success • Other:	1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	Is able to **identify** the key stakeholders and **articulate** ways to engage them in the development of a school vision, mission, and goals that align with the district and support student learning.	Has a **sound understanding of the process** of developing a school vision, mission and goals that focus on learning for all students and are consistent with the district. Is able to **engage the appropriate stakeholders in the process**.	**Leads the process** of developing the school's vision/mission/goals that engages all stakeholders and ensures learning for all students. The outcomes are appropriately **aligned with the district plan**.	Is a **leader at the district/state level** in strategic planning and **mentors** developing school leaders in this school level process.
	2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.	Is able to **identify** ways to facilitate the implementation of goals/strategies that carry out the vision/mission that emphasizes learning for all students.	Has a **sound understanding of the facilitation process** required in establishing and implementing goals/strategies that carry out the vision/mission and support learning for all students. Is able to **facilitate the development of these goals** and strategies and implement them adequately.	**Effectively implements** goals and strategies that carry out the vision and mission that ensure learning for all students. A **consistent focus** is placed upon these goals throughout the implementation process, and the **goals drive all decisions**.	Able to **effectively replicate the process** of establishing goals/strategies that support the school's vision/mission and ensure all students are successful while **mentoring other school leaders**.
	3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	Is **gaining knowledge** of various organizational structures that support the process of continuous improvement and learning for all students.	Is knowledgeable of various organizational structures that support the process of continuous improvement and **is able to create an organizational framework** to support the implementation of the vision/mission/goals.	Is able to systematically create and **sustain a valuable organizational structure** that supports the school's vision/mission/goals and ensure that all students learn. . Routinely **assesses how the structure supports** the vision/mission/goals **and adjusts** when needed.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed. Is able to **coach** other leaders through this process.
	4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	**Has an understanding** of the school wide improvement planning process for the purpose of continuous school improvement.	Has a strong understanding of the school wide improvement planning process that **utilizes data to develop, implement, evaluate, and revise plans** for the purpose of continuous improvement. **Is able to facilitate the process** at the school level using formative data sources/evidence.	**Consistently facilitates the cyclical process** of developing, implementing, evaluating, and revising school wide improvement planning that is data driven.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven. **Is able to assist other school leaders** in this continuous school wide improvement process and articulate/demonstrate how to improve upon their practices.
	5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	Is able to **identify** parent, community, and other groups that can enhance the continuous improvement process at the school level.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level, and is **beginning to establish some relationships** within these groups.	**Consistently develops collaborations** with parent/guardians, community agencies and district leaders that support the process of continuous improvement.	Consistently develops collaborations and partnerships with parent/guardians, community agencies and district leaders that support the cycle of continuous improvement. **Is able to assist other school leaders in identifying methods and systems to replicate positive and effective partnerships.**
	6. Communicates and operates from a strong belief that all students can achieve academic success.	**Espouses the belief** that all students can be academically successful.	Espouses the belief that all students can be successful and **approaches leadership tasks** with this in mind.	**All actions and communications** with various stakeholder groups are steeped in the belief that all students can academically achieve.	Is able to articulate this belief and act accordingly in a consistent manner. **Is an active advocate for this belief at the district level and beyond.**

Standard B: Culture for Teaching and Learning
An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
• Identifies components of the school culture that value ethics, diversity, equity, and collaboration • Provides a short and long term plan of implementation related to cultural diversity • Provides evidence of activities that promote multicultural values over time • Identifies "best practices," research based and/or evidence based, that ensure success for all students • Develops both a short and long term plan of implementation for enhancing the school culture • Produces a professional development plan for individual staff members based upon cultural needs • Can recognize the existence of a safe, secure and disciplined learning environment and identify "best practices" • Produces a school safety plan • Produces a school-wide discipline plan and/or code of conduct plan • Provides an analysis of the implementation of the plan based upon school data • Identifies behaviors that support the development of self-discipline and engagement in learning • Leads the staff in designing a school-wide discipline plan • Provides evidence of implementation of the plan • Discusses the research/evidence that supports protecting and maximizing learning time • Provides documentation related to practices that facilitate, protect, and maximize learning time • School schedule • Evidence available that supports the development of an effectively functioning leadership team (team structure, agendas and minutes of meetings, School Improvement Plan artifacts, etc.) • Documented results/evidence of leadership team's effectiveness • Qualitative data from actual leadership team members, students, community members, etc. that demonstrate the effectiveness of teamwork • Conducts an analysis of school academic and non-academic data which includes an assessment of the organizational structure • Identifies the productive and non-productive elements in the school's environment and sets priorities for change • Produces a short and long term plan of implementation (examples: Principal Performance Contract, School Improvement Plan, Professional Growth Plan, etc.) • Conducts an ongoing assessment of related outcomes utilizing dynamic academic and non-academic data • Provides documentation of the modeling of collegiality and collaboration • School Climate Surveys	1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	Is able to **identify components** related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration. **Is able to articulate a short and long term plan of implementation**.	Is able to **provide evidence** of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. These **cultural values are pervasive and sustainable**.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. **Has knowledge of internal and external constituencies** that influence the learning agenda. These cultural values are sustainable. Is able to **mentor other school leaders** in the development of this process.
	2. Advocates, nurtures, and leads a culture conducive to student learning.	Is able to **identify "best practices"** and methods/structures related to the development of a school culture that is focused on student learning.	Advocates for **research based and/or evidence based**, effective "best practices" which are conducive to student learning. Is able to **articulate a short and long term plan** to develop a student focused school climate.	Advocates, **nurtures, and leads** a culture focused on student learning for all students. **Is able to provide evidence of success**.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success. **Plans and executes professional development** based on cultural needs. **Serves as a mentor** to other school leaders in establishing such a culture conducive to student learning.
	3. Develops and sustains a safe, secure and disciplined learning environment.	Is able to **identify "best practices"** related to school safety and security and student discipline.	**Establishes a safety plan** and a student discipline/code of conduct plan for school; **implement, assess and monitor, and modify the plan** as needed based upon school data.	Develops and **sustains** a safe, secure and **disciplined learning environment**. Is able to provide evidence of success.	Develops and sustains a safe, secure and disciplined learning environment. Is able to provide evidence of success. **Serves as a mentor** to other school leaders in establishing such an environment.
	4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	**Is able to recognize behaviors** that a leader can undertake to support the development of self-discipline and engagement in lifelong learning.	**Begins to initiate strategies** aimed at developing self-discipline and reflective thought/practices and shares with constituents (students, parents, and staff). The leader **ensures that learners are engaged**.	Uses the knowledge of **rigor and relevance** to ensure reflective thought. Is able to **document evidence** of this and **articulate strategies** that ensure students/staff/parent groups develop self-discipline and are engaged in learning.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning. **Serves as a mentor** to other school leaders in developing these leadership skills.
	5. Facilitates and sustains a culture that protects and maximizes learning time.	**Recognizes the value** of protecting instructional/learning time.	**Plan for, facilitate, protect, and maximize** instructional/learning time in the school setting and is able to **document efforts** of doing so.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. The **focus on learning time is easily recognizable in all structures and practices** within the school culture.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. All school structures and practices support learning. **Serves as a mentor or coach** in assisting other leaders in establishing such a culture of learning.
	6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	Has an **understanding of tenets of effective teamwork** within a school culture that is aligned with student learning. Also **understands that the leadership team is an integral component to meeting the school's goals for student learning**.	**Has begun the process of establishing an effectively functioning team structure** that builds upon staff strengths and are aligned with student learning. **Demonstrates a willingness to share the responsibilities**.	**Ascertains the strengths of staff members to form teams that continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals**.	Ascertains the strengths of staff members to form teams which continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals. **Is highly competent in setting up conditions for effective teamwork** and **serves as a change agent** in the school and district setting. Serves as a **mentor or coach** in assisting other leaders in establishing effective leadership teams.
	7. Demonstrates an	**Has an understanding of**	Has an understanding of	**Has established the**	Has established the processes that

• Qualitative data from school staff and other stakeholders that affirm relationship building and its relationship to the learning environment • Conducts an analysis of school academic and non-academic data • Assesses the need for research based change(s) • Conducts an ongoing assessment of related outcomes • Demonstrates the ability to evaluate the school's family involvement • Alternative methods of involving parents and significant others • Analyzes and evaluates the school's data as the means of determining accomplishments and failures • Efforts made to recognize and celebrate accomplishments • Plan(s) made to address needs/failures • Demonstrates an effective, ongoing process of data collection that provides accurate information for decision making related to this standard • Organizational structure provides for team work, grade level/team planning, leadership team focus, etc.; related school procedures; parent/community involvement opportunities; etc. • Teacher retention data • Teacher recruitment plan • Other:	understanding of change processes and the ability to lead the implementation of productive changes in the school.	**change processes** based upon sound data/evidence/research.	change processes and **demonstrates the ability to lead the implementation of an appropriate change** in the school based upon sound data/evidence.	**processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes**.	identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes. **Serves as a coach for other leaders in successfully implementing change in a school culture.**
	8. Leads the school community in building relationships that result in a productive learning environment.	**Has an understanding of the importance of relationships** within the school community and beyond that result in a productive learning environment.	Is able to **enhance the relationship building in the school community** that is supportive of learning and **collaboration**.	**Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff.**	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff. Is able to **assess this process and continually make adjustments**. Serves as an "expert" with regard to this standard beyond the school level.
	9. Encourages and leads challenging, research based changes.	**Has an understanding of research based strategies and "best practices"** that align with school reform efforts aimed at improving learning.	Considers changes that are research based. **Is able to plan for, encourage others, and begin to lead** the process.	**Researches, networks, and collaborates** to understand research based strategies/programs/issues. **Leads and encourages others** in this process. Effectively able to **institutionalize research based changes** at the school and/or district level.	Continually researching, networking, and collaborating to understand research based strategies/programs/issues. Effectively able to institutionalize research based changes at the school and/or district level. **Serves as a mentor or coach** to other school leaders in this area.
	10. Establishes and cultivates strong, supportive family connections.	**Has an understanding** of the need to establish and cultivate strong, supportive family connections.	Considers connections to families and **makes decisions that align with positive relationships with families**.	**Builds and sustains** strong, supportive family connections. **Is able to implement alternative methods** of involving parents.	Builds and sustains strong relationships within community with families. **Acts as a mentor or coach** to other school leaders in this area.
	11. Recognizes and celebrates school accomplishments and addresses failures.	**Understands the importance** of recognizing and celebrating accomplishments and addressing failures at the school level.	**Develops and implements a school plan** that addresses recognitions/celebrations of accomplishments and failures/needs.	**Collects data** as a means to support accomplishments/celebrations and to plan for addressing failures.	Continually collects data as a means to support accomplishments and celebrations and to plan for addressing failures. **Serves as a mentor or coach** to other school leaders in this area.
	12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.	**Recognizes the importance of and understands the research** surrounding strong lines of communication with teachers, parents, students, and stakeholders.	Communication with teachers, parents, students, and stakeholders is **two-way or reciprocal**.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and **collaborative**.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative. **Serves as a mentor** of other leaders in the area of enhancing two-way communication.
	13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.	**Has knowledge** of recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.	Is able to **effectively participate in recruitment activities** which produce teachers whose values and instructional frameworks align with the school's mission. Is able to **effectively interview** such candidates and **make appropriate hiring decisions** that align with the school's goals and needs. **Consideration is given to effective retention practices** within the leader's control.	**Actively recruits and hires** teachers who exhibit **professional and ethical standards,** have **strong instructional skills,** are engaged in **professional growth,** and align their professional actions with the school's mission. Consistently is able to **maintain a sound retention record** of such teachers.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Is able to retain such teachers. **Serves as a mentor to other leaders, the system, and/or the state in the recruitment, hiring, and retention of strong teacher candidates.**

Standard C: Instructional Leadership and Assessment					
An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	**INDICATOR**	**ASPIRING**	**BEGINNING**	**PROFESSIONAL**	**EXEMPLARY**
- Analyzes all data to evaluate the school program - Supports the utilization of a systematic process of student assessment and program evaluation aligned with student learning (i.e. able to determine the types of data that will drive the decision making process) - School's professional learning community documents (examples: related staff development, learning teams structure, artifacts of professional learning teams work and related outcomes, etc.) - School Improvement Plan, Component 4 - School Improvement Action Plan, etc. - School Improvement Plan, Component 6 - School Report Card - Assesses the rigor of the curriculum within individual classrooms and across the school - Utilizes available resources to enhance and support a rigorous curriculum - Shows alignment with district, state and national standards - Identifies appropriate research-based literacy and numeracy instructional strategies and related professional development - Provides evidence of the inclusion of literacy and numeracy strategies in all subject areas as a means to improve student learning (examples: School Improvement Plan, grade level/team planning documents, etc.) - Identifies, based on data, those best practices that will meet the needs of the students in the school and documents through the School Improvement Plan, individual student plans, etc. - Demonstrates the implementation of the use of non-traditional curriculum delivery systems - Provides evidence of student improvement based upon selected curriculum delivery systems - Other:	1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	**Has an understanding** of various types of student assessments and program evaluation using both qualitative and quantitative data.	**Utilizes and evaluates** appropriate student assessments and evaluates research-based programs that improve student learning.	**Engages all students and the faculty** in a **systematic process** of student assessment (using qualitative and quantitative data) and program evaluation that improves student learning.	**Is able to structure and adapt the systematic assessment/evaluation process to known and unknown challenges in a variety of school settings. Serves as a mentor or coach to other school leaders in this area.**
	2. Leads the professional learning community in analyzing and improving curriculum and instruction.	**Has an understanding** of what a professional learning community is and its impact upon improving curriculum and instruction.	**Begins to create** a professional learning community that analyzes and improves curriculum and instruction.	**Engages** the professional learning community in analyzing and improving curriculum and instruction **with the result of improved student performance**.	**Is able to assess the needs of other professional learning communities and lead them in analyzing and improving curriculum and instruction. Serves as a mentor or coach** to other school leaders in this area.
	3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	**Understands** what constitutes a **rigorous curriculum** and its relationship to high expectations for all students.	**Assesses** the rigor of the school's curriculum. **Develops and implements a plan** which ensures rigor.	**Continual assessment and adjustment of the plan** which ensures rigor.	Is able to **assist in** structuring a rigorous curriculum with the necessary supports in place in **diverse settings. Serves as a mentor or coach** to other school leaders in this area.
	4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	Has an understanding that literacy and numeracy are important for all students.	Seeks to identify ways to embed literacy and numeracy in all subject areas as a means of improving student learning.	Ensures that literacy and numeracy are appropriately embedded in all subject areas as a strategy to improve student learning.	Is able to effectively embed literacy and numeracy in all subject areas and replicate with success in diverse settings. Serves as a mentor or coach to other school leaders in this area.
	5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	Has an understanding of research based best practices in the educational process.	Seeks to use research based best practice in the development, design, monitoring and implementation of curriculum, instruction and assessment.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement. This process can be replicated in a variety of settings and shared with other school leaders.
	6. Monitors and evaluates the school's curricular program for rigor.	Has an understanding of the curriculum and the standards. Is able to assess the curriculum for rigor.	Focuses on monitoring and evaluating the school's curricular program for rigor.	Consistently engages school leaders in the monitoring and assessment of the rigor of the curriculum.	Consistently engages school leaders in the monitoring and assessment of the curricular rigor. Participates in this process at the district, state and/or national level. Is able to leads others in this process of monitoring and evaluating the curriculum.
	7. Provides teachers and parents with assessment results on a regular basis.	Has an understanding of the value of communicating assessment results in a timely manner.	Identifies times to communicate assessment results to the appropriate parties (teachers and parents).	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results.	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results. Serves as a mentor for other leaders in the area of assessment.
	8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Has an awareness of the student assessment process at the school level and the importance of communicating results and other related information to parents, students, and teachers.	Begins to identify the most effective ways of regularly communicating student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers. Acts as a district leader or mentor to others in developing this standard.

Standard D: Professional Growth
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
• Produces a schedule of observations/evaluations that meets the legal requirements for faculty and staff evaluation • Provides evidence of correct use of applied evaluation "TN Framework", showing notes from pre-conferences, scripts of observations and post conference notes as well as written recommendations	1. Systematically supervises and evaluates faculty and staff.	Has an understanding of various supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.	Supervises and evaluates faculty and staff according to compliance requirements.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment. Serves as a mentor/coach/trainer at the district level in this area.

• Provides evidence of an alignment between the appraisal documents and a staff member's professional growth plan
• (Promotes) Shows evidence of how faculty will be/have been encouraged to engage in appropriate professional growth activities
• (Facilitates) Provides documentation of school based professional development activities that are
   1. Work/SIP embedded
   2. Aligned with adult learning
   3. Individualized
   4. Ongoing
• (Evaluates) Produces evidence of an evaluation system for school-wide PD and can provide rationale for recommendations for the future (see #5 below)
	2. Promotes, facilitates, and evaluates professional development.	Recognizes the value of professional development. Is able to map own professional development plan and align this plan with appropriate professional development opportunities.	Promotes, facilitates, and evaluates professional development.	Promotes, facilitates, and evaluates professional development and aligns it with staff/school needs.	Serves as a school and district leader in developing, promoting, facilitating, and/or evaluating professional development opportunities that are aligned with individual teacher/staff, school, and district needs.

• Has evidence of an ongoing personal professional growth plan that reveals continuous learning • Participates in school wide and/or system level professional development • Has evidence of an active school leadership team	3. Models continuous learning and engages in personal professional development.	Has an understanding that a leader should engage in professional learning that is focused on continuous learning.	Seeks personal professional development opportunities that support continuous learning.	Models continuous learning and engages in personal professional development.	Models continuous learning and engages in personal professional development. Is able to assist others in establishing appropriate professional growth plans.
• Develops action plans that empower teachers and others in the learning community to take a leadership role (examples: School Improvement Plans, individual teacher's professional development plans, etc.) • Has identified one or more protégés and assisted them in developing a professional growth plan (example: mentor/protégé plan)	4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Has an interest in creating a culture that supports leadership development.	Seeks to provide leadership opportunities for others and serve as a mentor/coach for aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders. Helps design leadership programs at the district, state, and/or national level.
• Has evidence of meetings (leadership team, faculty, advisory, etc.) where student data are discussed and analyzed within the limits of FERPA • Appropriately uses multiple sources of student data as part of the evaluation of the professional development plan • Documents source of funding designated for professional development and other needed resources	5. Works in collaboration with the school community to plan and implement high quality professional development with the school's improvement plan to impact student learning.	Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.	Seeks to collaborate with school members/leaders in planning and implementing professional development that is aligned with the school's improvement plan and that positively impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning. Assists with the planning and implementation of high quality professional development at the district, state, and/or national level.
• Provides evidence of efforts to locate needed resources for the successful execution of staff's work (example: provides time for grant writing to further support PD fund allocation; works collaboratively with the community to locate alternative resources; etc.) • Other:	6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Is learning faculty and staff members' job requirements and the resources required to execute these jobs adequately.	Seeks to provide faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Serves as a mentor/coach for other school leaders in assisting them in this area.

Standard E: Management of the School
An effective instructional leader facilitates learning and teaching through the effective use of resources.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
- Creates and provides staff with printed overview of basic expected operating guidelines on first day of in-service - Reviews guidelines and provides for written staff feedback and recommendations at the conclusion of school year - Requires the use of school purchase orders for all school account purchases - Provides evidence of appropriate learning opportunities for all students (examples: school schedules, School Improvement Plan, curriculum, etc.) - Schedules extracurricular, club, and athletic events to minimize interruptions to the academic schedule - Provides evidence of an analysis of student data and daily operations - Develops an annual school budget which directly relates to the goals and objectives of the School Improvement Plan (SIP) - Establishes a budget committee to meet quarterly to assist with the adjustment of new resources or deficit categories - Operates within Local Education Association (LEA) guidelines pertaining to in-school and out-of-school fundraising - Involves the parent organization president (and/or other officers) in budget committee meetings as a way of providing suggestions for allocations of community generated school funds - Includes students, club sponsors, business partners, and para-professional staff members in identifying school budget needs - Establishes effective local business and community partnerships to create streams of financial support to augment the regular school budget - Creates a grant writing team to identify and write grants to support the school's mission - Reviews each budget line item on a monthly basis to identify potential problem areas and addresses these shortfalls in a prompt manner - Corrects all budgetary concerns within timeframes established by school system auditors - Provides evidence of proactive problem solving opportunities - Allows for resource allocations for each school entity (athletic team and clubs) based upon the above criteria - Secures free extra-curricula enrichment opportunities for all students - Regularly communicates with inter and intra school community members concerning the school budgetary needs and local, state, and federal resource allocation requirements - School Improvement Plan - School or District level Communication Plan - Newspaper articles or similar artifacts - Other:	1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	Is able to identify standard operating procedures and routines that should be in place to assure effective school management.	Establishes a set of standard operating procedures and routines for the school and ensures that staff is aware of and follows them.	Ensures that all staff understands and follows the standard operating procedures/routines that support the school's mission.	Is able to assist in assessing other schools' needs and suggest standard operating procedures and routines that can be understood and followed by all staff.
	2. Focuses daily operation on the academic achievement of all students.	Has an awareness of daily operations and its impact on student achievement.	Articulates that student academic achievement should align with daily operations.	Academic achievement for all students is the focus of daily operation. Uses continuous improvement to assess the success of the program.	Able to lead others in setting academic achievement for all students as the focus of the daily school operation.
	3. Garners and employs resources to achieve the school's mission.	Has an understanding of the resources required in order to achieve the school's mission.	Has knowledge of the resources required to achieve the school's mission and is beginning to make appropriate decisions regarding implementation.	Locates and is able to utilize resources effectively to achieve the school's mission.	Is able to lead others in the allocation of resources effectively to achieve the school's mission.
	4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.	Has a basic understanding of the budgetary process.	Is able to identify how the budget process aligns with the school's improvement plan and has a knowledge of the system requirements. Solicits assistance as needed in the preparation of the annual budget as herein described.	Annually prepares the school's operational budget that aligns with the system's procedures and the school's improvement plan. Regularly and effectively monitors the budget process.	Is able to effectively lead others in the development of the school budget process and routine monitoring process.
	5. Mobilizes community resources to support the school's mission.	Is able to identify community resources to support the school's mission.	Has begun to solicit the support of viable community resources to support the school's mission.	Mobilizes community resources to support the school's mission.	Is able to lead others in the mobilization of community resources to support the school's mission.
	6. Identifies potential problems and is strategic in planning proactive responses.	Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.	Has begun to identify potential problems in school management and design a strategic plan to proactively address the issues.	Identifies potential problems and is strategic in planning proactive responses.	Is able to lead others in identifying potential problems and is strategic in planning proactive responses.
	7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Has an understanding of resource management that is based upon equity, integrity, fairness, and ethical conduct.	Has begun to create a culture-shared understanding that manages resources based upon equity, integrity, fairness, and ethical conduct.	Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Is able to lead others in the implementation of resource management based upon equity, integrity, fairness, and ethical conduct. Is able to help others create a culture of shared understanding.
	8. Develops a comprehensive strategy for positive community and media relations.	Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.	Considers community and media relations as a part of school improvement planning and makes plans for positive interactions.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives. Serves as a mentor to other leaders as they develop this standard.

Standard F: Ethics
An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
• Provides evidence of using positional leadership to set the standard for ethical behavior in the school community • Provides evidence of a professional code of ethics and values • Provides evidence of using positional leadership to set the standard for ethical behavior in the school community • Provides evidence of a professional code of ethics and values • Provides evidence of opportunities offered to school stakeholders for effecting positive change • Provides evidence of decision-making that insures the protection of the rights and responsibilities of the student and that support the school's vision • Demonstrates knowledge of educational law and ethics in decision-making • Provides evidence that the law has been applied fairly and wisely • Other:	1. Performs all professional responsibilities with integrity and fairness.	Recognizes the impact of integrity and fairness in a professional setting.	Considers his/her own sense of integrity and fairness when doing the work of a leader.	Performs all professional responsibilities with integrity and fairness.	Serves as a mentor/coach in working with other leaders as they develop the ethical skills of integrity and fairness through the professional work.
	2. Models and adheres to a professional code of ethics and values.	Is cognizant that leaders should have a professional code of ethics and values, and beginning to form his/her own.	Can articulate his/her own professional code of ethics and values.	Models and adheres to a professional code of ethics and values.	Serves as a mentor/coach in working with other leaders as they develop their ethical code/values through the professional work.
	3. Makes decisions within an ethical context and respecting the dignity of all.	Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.	Considers the ethical context and exemplifies respect for others when making decisions.	Makes decisions within an ethical context while respecting the dignity of all.	Serves as a mentor/coach in working with other leaders as they make decisions within an ethical context, which respect the dignity of all.
	4. Advocates educational, social or political change when necessary to improve learning for students.	Is able to identify when educational, social or political change is needed to improve student learning, and is able to discuss the possible ramifications of such change.	Is able to identify when an educational, social or political change is needed to improve student learning and is willing to advocate.	Advocates educational, social or political change when necessary to improve learning for students.	Serves as a mentor/coach in working with other leaders as they advocate for (educational, social, and/or political) change when necessary to improve student learning.
	5. Makes decisions that are in the best interests of students aligned with the vision of the school.	Has an understanding that the students' best interests and the school's vision should be considered when making decisions.	Often considers the impact of decision making upon students and whether the options support the school's vision.	Makes decisions that are in the best interests of students aligned with the vision of the school.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interests of students aligned with the school vision.
	6. Considers legal, moral and ethical implications when making decisions.	Understands the legal, moral and ethical implications related to school based decisions.	Is able to identify a range of legal, moral and ethical implications related to potential decision(s).	Consistently considers legal, moral and ethical implications when making decisions.	Serves as mentor/coach in working with other leaders as they consider legal, moral and ethical implications when making decisions.
	7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.	Has knowledge of federal and state constitutional provisions, statutory standards and regulatory applications. Is diligent in soliciting assistance to maintain compliance.	Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Serves as a mentor/coach in working with other leaders as they act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Standard G: Diversity
An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
• Demonstrates an appropriate understanding and implementation of diversity policies, program policies and assessment efforts • Demonstrates an understanding that diversity entails more than ethnicity, race, and religious beliefs • Provides evidence of an effort to recruit, hire and retain a diverse staff • Provides evidence to demonstrate appropriate and effective interpersonal relations with diverse individuals and groups in a variety of settlings • Demonstrates an ability to analyze the effects of cultural, learning and personal differences and to make curricular modifications to meet these needs • Provides evidence of how he/she assists teachers in recognizing the diverse needs of the school's families • Demonstrates the ability to provide the faculty with the knowledge they need to engage parents in the education of their children • Process of Walk-Throughs or other class visitation models • Tennessee Framework for Evaluation process (class observations, teacher lesson/unit planning, Educator Information Record, etc.) • School Improvement Planning process • Individual teacher and grade level results of student assessment data • School calendar (noting testing schedule, related teacher meetings, parent/teacher conferences, etc.) • Staff Meeting/grade level/professional development agendas • School calendar (noting testing schedule, related teacher meetings, parent/teacher conferences, etc.) • Staff Meeting/grade level/professional development agendas • Other:	1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.	Has an understanding of the role that diversity plays when organizing work teams, making decisions, and analyzing data/outcomes which impact policy implementation, program planning and assessment efforts.	Considers diversity of the stakeholders (including all diverse school and community groups) when establishing work teams, decisions, and/or outcomes of policy implementation, program planning and assessment efforts.	Involves a diverse cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.	Serves as a district leader and/or mentor/coach in working with other leaders as they involve a cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.
	2. Recruits, hires, and retains a diverse staff.	Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.	Considers diversity in recruitment and hiring. Is aware of diversity with regard to staff retention issues.	Recruits, hires, and retains a diverse staff.	Serves as district leader in the area of recruitment, hiring practices, and retention of a diverse staff.
	3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Has an understanding of the required communication skills for interaction with diverse individuals/groups.	Exhibits effective communication skills with diverse individuals and groups.	Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Serves as a mentor/coach to other leaders and/or as a district leader with regard to effective interactions with diverse individuals/groups in a variety of settings.
	4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Is able to identify cultural, learning and personal differences as a basis for academic decision-making.	Considers cultural, learning and personal differences as a basis for academic decision-making. Has a working knowledge of these differences that exist in the school and community.	Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Serves as a mentor/coach to other leaders in recognizing and addressing cultural, learning and personal differences with regard to academic decision-making.
	5. Leads the faculty in engaging families/parents in the education of their children.	Is able to identify opportunities for the faculty/staff to fully engage families/parents in the educational process of their children.	Considers the families/parents in the educational process and encourages the faculty/staff to be cognizant of their involvement.	Leads the faculty in engaging families/parents in the education of their children.	Serves as a mentor/coach to other leaders in working with their faculty/staff in engaging families/parents in the educational process.